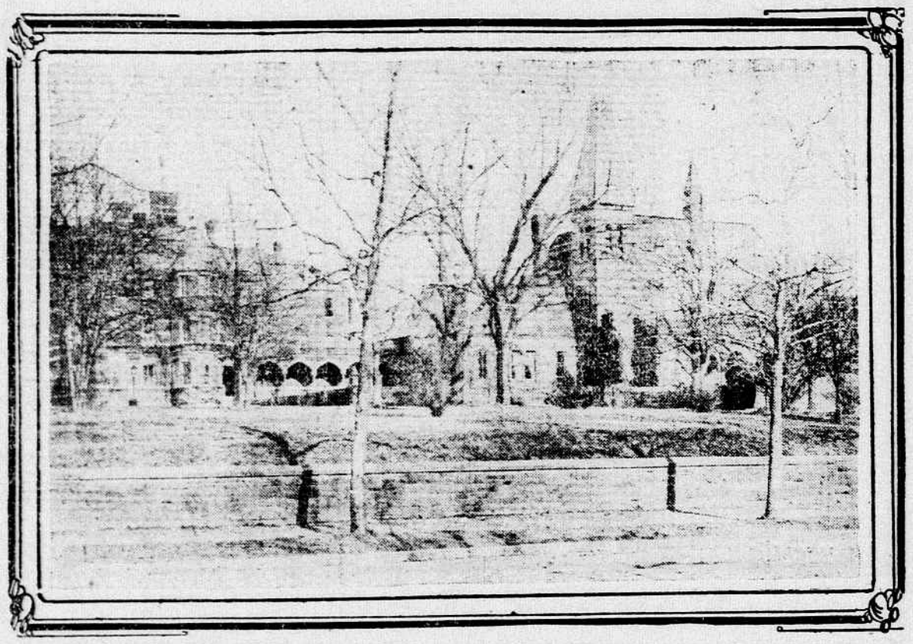
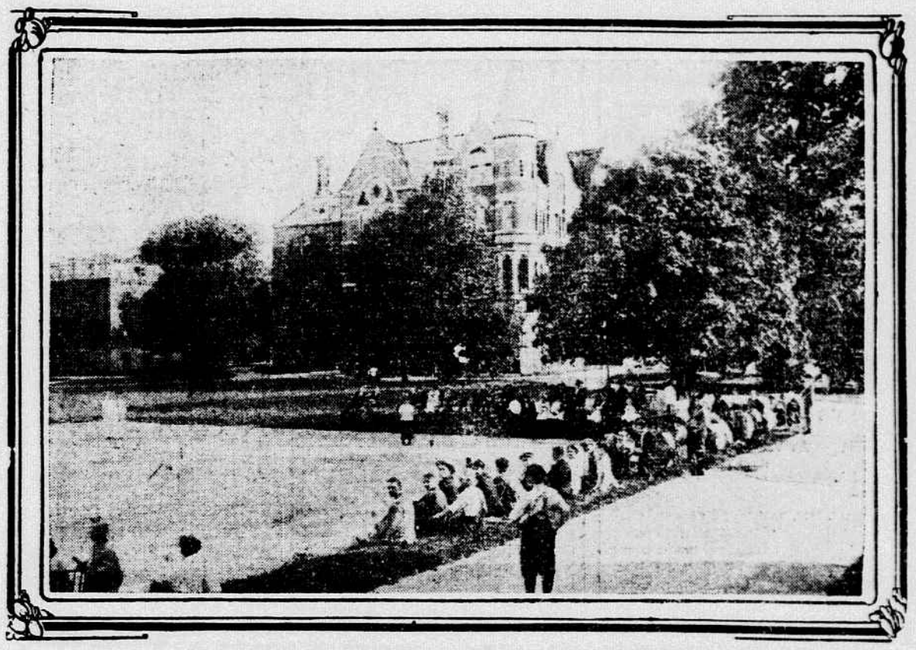
World's Only College for the Deaf Celebrates Semi-Centennial Wednesday at Kendall Green



COLLEGE HALL AND CHAPEL AT GALLAUDET.

GALLAUDET STATUE. BY DANIEL FRENCH.



A TENNIS TOURNAMENT AT GALLAUDET COLLEGE.

IN THE CLASSROOM AT KENDALL SCHOOL.

PRESIDENT EMERITUS E. M. GALLAUDET.

FRESH-AIR SEWING CLASS, KENDALL SCHOOL.

Columbia Institution Has Trained 1,500 Deaf Pupils for Self-Support and Good Citizenship — Two Hundred From District of Columbia — Education Without Expense to Parents—Industrial and Vocational Training for Pupils and Students — Experienced Oral Teachers Employed — Teachers Trained for Service in All States of the Union, Canada, Ireland and India—College Course and Activities.

PRESIDENT PERCIVAL HALL.

NOT every one is aware that here in Washington is the only college in the world for the deaf. May 6 it celebrates its fiftieth anniversary with appropriate exercises.

There will be no elaborate program commemorating this fiftieth anniversary of Gallaudet. The exercises in the chapel will begin at 3 o'clock in the afternoon of May 6, with an invocation by President Newman of Howard University. Historical addresses by President Emeritus Gallaudet and President Hall will follow, and Prof. Charles Alphonso Smith of the University of Virginia will then offer formal congratulations and the solicitations of sister colleges.

Orations by members of the senior class of the college will be given next, Miss Edith Nelson of California speaking upon "A Gem of California," Miss Rebecca Rosenstein upon "The Peace of Judah" and Lawrence O. Johnson upon "Specialization."

Announcement of honorary degrees to be conferred upon prominent deaf people, who are graduates of Gallaudet, at the alumnae meeting in June will then be made, and the candidates for regular degrees in course will also be presented. After this presentation the members of the class will be addressed by Dr. William A. Wilbur of George Washington University, and the program will be closed with a benediction by Rev. Herbert C. Merrill, Episcopal missionary to the deaf.

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In June there is to be a reunion of all graduates and former students of Gallaudet, who will come to Kendall Green to help celebrate the fiftieth anniversary of the school. At this time the honorary degrees mentioned will be conferred by Dr. Gallaudet. Great numbers are looking forward to this reunion, which will be attended by men and women from all over the United States, and it will probably be the greatest gathering of educated deaf people the country has ever seen.

For seven years before Gallaudet College was given the right by Congress to confer such degrees as are commonly granted by colleges the Columbia Institution for the Deaf had been organized. An unknown man had come to Washington then with five deaf children, who, he announced, were orphans. He advertised that he would open a school for the deaf and went about soliciting funds for such a purpose.

Amos Kendall, a figure in the Jackson administration, at first gave him assistance. There was said to have been a misunderstanding between the two men soon afterward and Mr. Kendall, withdrawing his support from the teacher, gave his attention to the care of the children. He then gave a house and two acres of land for the school and was instrumental in securing an act of Congress incorporating the Columbia Institution.

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He found a teacher for them in the person of a young man named Edward Miner Gallaudet of Hartford, Conn., the grandson of Peter Gallaudet of this city, who promoted successfully the first manual training school for boys, and the son of Thomas Hopkins Gallaudet, who had founded in 1817 at Hartford the first permanent school in America for the deaf.

Young Gallaudet therefore came to Washington well qualified and impressed with the possibility of higher education for the unfortunates who were born deaf or became so through disease. The bit of a school to which Amos Kendall had called him grew from the very start. It prospered under the united skill and enthusiasm of the man who was to make it his lifework.

In 1864 he was able to instill into Congress some of that enthusiasm and the bill that gave him the right to offer higher education to the deaf was signed on April 8 of that year by Abraham Lincoln.

The Columbia Institution for the Deaf now consists of three departments, the Kendall School for the smaller children, Gallaudet College and the normal department.

The Kendall School and the college are both residential schools and are free to any deaf child of school age living in the District of Columbia. Mr. Percival Hall for nineteen years an instructor in the college and now its president, dwelt upon the point, when showing an interested visitor through the school the other day, that here at Kendall Green 250 deaf children of the District have come practically without knowledge and have been led through successive years to a liberal education.

Such a happy lot of children they were, too; such a different atmosphere in the schoolroom than one who did not know would anticipate. After a drive around the spacious grounds that slope back to a woods of oak, it was there in the very first grade where the youngest were at class that the president started to reveal the splendid work in progress.

He did not know that the first truth to strike an outsider was the easy content of the pupils. There was a confidence between teacher and pupil that spoke of home more than school. There was no sharp consciousness of being different from other children, either. When, one after another, they were asked to rise and try to sound certain vowels or syllables, they did it with eagerness and not as much timidity as many hearing children would have shown.

The system of instruction used at Kendall Green is known as the combined system. Its unwritten motto is that every path which can be opened to reach the imprisoned mind of the deaf child shall be taken advantage of. Lip-reading, finger-spelling, writing, signs and speech are employed to suit individual cases.

There is a wide difference between classes of the deaf and their particular needs. To the experienced teacher there is a gulf between the child who has lost his hearing from disease or accident and the child who is born deaf and to whom there is no natural language but gesture or picture.

In the second class visited, where there were children of from perhaps ten to twelve or thirteen, the development which had taken place since the first year was splendid. And every child seemed fairly exuberant in the effort to prove that he was learning to speak. There was a chorus of voices every time a question was asked. A few could hear somewhat, but their comprehension of the question was principally through lip-reading.

They were reciting the names of occupations, what the man who carried the mail was called, what he who shod the horses was, etc. Then each one was asked to describe himself, the instructor commencing with "Who are you? What is the color of your eyes, your hair?"

There were two Italians in the class, and if any one doubts the energy of the American descendants of Latin countries his fears would soon be routed by the positive jubilance of these agile youngsters who wanted not only to describe themselves, but everybody else in the class.

Tony had had his hair clipped, a privilege for which, Mr. Steed, principal of the Kendall School, says, all the younger boys have a peculiar penchant in the spring of the year. Tony also had a smile that was hard for him to hide.

When it came his turn to say in the best way he could that he had brown eyes, black hair, etc., he was enjoying himself hugely. When his teacher asked, "What color is your hair, Tony?" he threw up his hands to his clipped head, shrugged his Celtic shoulders and said so that he was very well understood, "None."

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But it was in a class in ethics, in the college, under Miss Peet, who comes of a family noted for its number of teachers of the deaf, that one of the real surprises of the day was encountered. Ethics and current events. Ethics? That means possession of a certain philosophy of life that must base the necessary logic with which to reason. Yes, and there they were, a dozen or so young people in the last of their teens, discussing in spelling the Mexican situation as a moral issue.

Their teacher talked slowly and repeated what she was saying, with her fingers, at the same time. One young man got rather excited. He was imagining himself a spy in Mexico, that he had been caught by the enemy, and was trying to decide whether or not he would admit he was a spy and take the consequences or tell a lie.

There was no verbal speech from the student in question, so when there was a general demonstration of amusement Miss Peet laughingly translated the cause. The "spy" had declared that he thought it more ethical to speak falsely than to resign the business of Uncle Sam, that if he told the truth he would be a traitor, but if he told a lie he would be a man.

The class in botany was delightfully original in its methods. There were possibly fifteen in this class, and nearly every one was from a different state. They had been laying out gardens with chalk on the blackboard, and their instructor had them tell what he had just told them were their mistakes in making the proper proportions for their growing of spinach, corn, carrots and potatoes. Good humor prevailed, and the friendliness between teacher and student was evident in every answer.

There are many varieties of trees on the grounds of the institution, and the naming of these, as Prof. Day described them, was the second part of a recitation which possessed not only interesting but practical knowledge. It was noticeable, too, that the professor used speech freely and that the replies were also largely by means of speech.

There seems to be quite a tendency toward the study of chemistry this year, and more laboratory equipment is being added, a hard-and-fast theory of the president being that a student's bent of mind should be given avenues of fulfillment whenever possible.

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A visit to this part of the college found a bright-eyed young man, who is looking forward to a degree in science, intent upon an experiment which he declared plainly and smilingly to be the making of acetylene, a performance that was not conducive toward lingering with him. As he came along the corridors later, smiling broadly, he threw up both hands in a movement meant to convey the idea that the experiment had been successful rather than that part of the premises had blown up.

The college began its teaching work in September, 1864, with seven students and one professor besides Dr. Gallaudet. In 1887, in response to an earnest appeal from women for an equal share in the advantages of higher education, the doors were opened to them.

Glancing into one of the preparatory classes, one sees about an equal number of young men and women. That they were sitting there translating Latin prose is little short of astonishing to the inexperienced observer, and it immediately occurs to him that here is an object lesson for many a high school boy or girl who so dreads the untangling of Caesar, Cicero or Virgil.

The entire curriculum of the college, including a preparatory year, embraces a period of five years, each of which is divided, like any other school, into three terms, and includes the regular outlines of study in languages, science, mathematics and literature.

Instruction in articulation and speech-reading is offered to all students. Special pains are taken to preserve and improve, by suitable and frequent oral exercises, whatever powers of speech and ability to read the lips are possessed by students on entering college. Instruction in drawing and painting is provided for all students who betray a capability in this direction.

Since Gallaudet is the only college in the world for the deaf, foreign countries are often represented. Canada and Wales are the only ones now furnishing students, though thirty-one of the forty-eight states have pupils here, and every state in the Union has at some time sent its quota of the deaf to the school.

Some of them are preparing to teach in schools for the deaf, and there are several hearing students from various states who are attending the normal department for the same purpose.

"People often ask," said President Hall, "what the deaf can do after they have finished their training here. If they could see our records of what some of them have done they would be surprised. Olaf Hanson, a graduate of the class of 1886, is a very successful architect in Seattle, Wash. He has prepared plans for new buildings recently added to the state school for the deaf in Vancouver, and he has furnished plans for buildings at Gallaudet. Thomas S. Marr of the class of 1889 is also a successful architect, and lives in Knoxville, Tenn.

"Will L. Hill, who went out from the institution in 1872, and William Beadell, a graduate of the class of 1891, are the owners and editors of newspapers. Isaac Goldberg, who completed the work here in 1888, is a highly successful chemist in Brooklyn; while Daniel Picard, 1890, after studying further at Massachusetts institute of Technology, has had quite a marked career as an analytical chemist.

"A considerable number of the graduates of the last few years are entering the field of scientific agriculture. Robert S. Taylor, of the class of 1901, established himself at Mount Olive, N. C., some time after his graduation, and from a small beginning there has built up a profitable business raising strawberries, cotton and tobacco. He is only one example.

"There are ministers to the deaf, real estate dealers, insurance men and poultry raisers, too. And, of course, there are many teachers. Rev. James Cloud of the class of 1886, is principal of the Gallaudet School in St. Louis, and is an active clergyman, as well. J. S. Long is principal of the Iowa state school for the deaf, and Dr. Robert Patterson is principal of one of the very largest schools in the country, at Columbus, Ohio.

"A number of schools for the deaf have been founded by graduates of Gallaudet. Among them the New Mexico school, another in Arizona, the one in Utah, in North Dakota and the northern New York institution.

"Here in Washington there are several Gallaudet men in the government service. Albert F. Adams of the National Museum Library has had over twenty years of successful work as a classifier there. Roy Stuart, another graduate, has been employed in the census bureau since 1901. There is one man of ours in the pension office and there are others scattered through the geological survey, the weather bureau, the Post Office and the Treasury Department."

As the president of the Columbia Institution for the Deaf talked he was leading the way to the chapel. He had said something to a wide-awake young man just a few minutes before, and there, as the doors of the chapel swung open, was a group of boys with clarinets, cornets and various kinds of horns, tuning up for a little concert.

Fred G. Fancher, the leader, is a lad from New York, who organized the band himself, drills it himself, and has taught every member everything he knows about music. "My Country, 'Tis of Thee" had a real thrill in it as the strains floated out through the stained windows of the chapel. There was a rhythmical bit that was composed by some one at the school in New York where the Fancher lad had had his first instruction, and then there was a waltz to wind up with that made one say under his breath, "Why is the tango?"

There was something inspiring about that group of boys and the big brass horns that some of them had denied themselves other pleasures in order to secure. As the last measure of the waltz was played and they were leaving the hall, it was not hard to believe that the picture of Dr. Gallaudet, which adorns the wall facing the platform, was that of a man who has been a benefactor to humanity. The portrait of Thomas Hopkins Gallaudet, the founder of the system, also faces the platform of the chapel, and out on the lovely lawn is a bronze statue, showing him affectionately teaching a small deaf girl the language of the fingers. The statue was given by the deaf of America, in 1889.

Dramatic entertainments are held in the chapel two or three times a year, and there is Sabbath school every Sunday, followed by non-denominational services.

Both the young men and women are fond of action, and, whether in private theatricals or the purely physical sports of the field, seem to excel. The girls of the college have long maintained a successful basket ball team, while the boys have been well known for years for their superiority in athletics of various kinds.

In the boys' reading room, which they manage and support alone, is a large case filled with flags and silver cups won on track, field and gridiron. In 1913, according to Park H. Davis, Princeton's member of the intercollegiate committee on foot ball rules, Gallaudet's 103 points against Baltimore City College was the highest foot ball score attained by any college for ten years.

One very pretty young woman from West Virginia, who is one of three deaf daughters of a family of nine, passed through the library, dressed for a game of tennis, as Miss Peet, who is in charge of women at Gallaudet, fell to talking enthusiastically of the lives of those under her care. The girls, she said, usually played against themselves, but once a year there was a tournament between girls and boys, which is a great event.

Miss Peet believes that the Y. W. C. A. has been a factor in the life of Gallaudet. Through the efforts of the organization they themselves instituted the college girls have furnished an entire room at Vacation Lodge; they contribute constantly to the Travelers' Aid at the Union station, and perhaps the most interesting thing they do is to make clothing for the children of the foundlings' hospital.

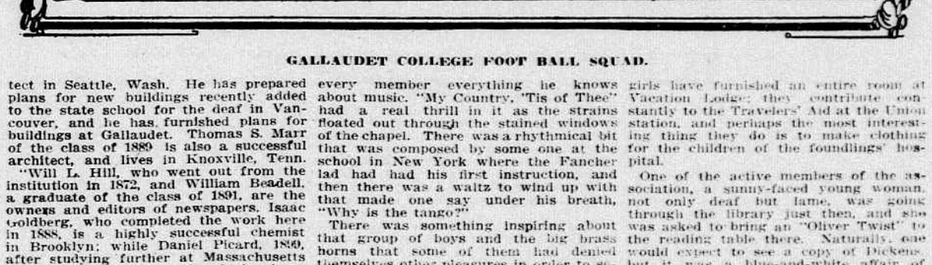
One of the active members of the association, a sunny-faced young woman, not only deaf but lame, was going through the library just then, and she was asked to bring an "Oliver Twist" to the reading table there. Naturally, one would expect to see a copy of Dickens, but it was a blue-and-white affair of cotton that was laid on the table. Blue and white, with buttons and buttonholes, and seen at a glance to be possible wearing apparel for a very little boy, say about five. "Oliver Twists" were discovered to be trouserines, with waistettes attached, and all fixed up to cover properly some unsuspicious young man at the foundling hospital. The sewing club had had a hand in this.

Mr. Steed, the principal of the Kendall School, had an idea, however, as he stood by, that he could unfold equal mysteries over at the young girls' dormitory. He did, too. Little ladies over there are learning to darn their own stockings, sew lace on muslin that's all hemmed up and cut out for the purpose, while the older ones are able to cut and finish many of their own garments.

There were three bits of girls out in front of the dormitory, playing on the lawn. They had been seen earlier in the day, over in the primary class. But they had forgotten all about classes now, and were swinging under a big oak and apparently having just as much fun as though they could hear every twilight song the birds in the branches above them were singing.

"There is unusual interest taken in rug weaving just now," said Miss Parr, instructor in manual training. "It is a part of the vocational wave that has swept into schools all over the country." Mechanical drawing is taught in this department, too, and the boys in their overalls look as if business were going on in this section of Kendall Green.

Any deaf person in the District of Columbia, who is of teachable age and good mental capacity, may attend the Columbia Institution for the Deaf, without expense for board, tuition and medical care. To students from the states and territories, who have not the means of defraying all the expenses of the college course, the board of directors renders such assistance as circumstances seem to require, so far as the means at their disposal will allow. There are about 160 students now in attendance.



GALLAUDET COLLEGE FOOT BALL SQUAD.